

Distribution : limited
FR/TA/SAUDED 15

Saudi Arabia

Education of the mentally retarded

December 1971 - August 1972 by F.M. Sadek

Serial No. 2756/RMO.RD/EDV
Paris, September 1972

Unesco

Contents

| | <u>Page</u> |
|---|-------------|
| Part I Introduction | 3 |
| Background on development of educational services | 3 |
| Special education in the Five-Year National Development Plan | 3 |
| Part II The expert's mission | 9 |
| A. Planning the programme | 10 |
| Rationale | 10 |
| Objectives | 11 |
| Levels | 11 |
| Daily programme | 12 |
| B. Reviewing measures taken for identification classification, criteria for admission | 13 |
| C. Visits to the site of the institutes | 13 |
| D. Preparing a curriculum for the EMR programme | 14 |
| E. Preparing a list of instructional materials | 16 |
| F. The administrative, teaching and resident staff | 16 |
| Teachers background and experience | 17 |
| G. Teacher - preparation programme in the field of mental retardation | 17 |
| Duration | 17 |
| Capacity | 17 |
| Applicants | 17 |
| Schedule of lectures | 18 |
| List of courses suggested | 18 |
| Administrative staff | 18 |
| Part III Evaluation and recommendations | 21 |
| A. The EMR programme | 21 |
| Parental and public interest | 21 |
| Children's progress | 21 |
| B. Identification, admission and screening | 23 |
| Medical report | 23 |
| Psychological report | 23 |
| Admission | 24 |
| Public school screening | 24 |
| The problem of incidence | 24 |
| C. Physical facilities of the institutes | 26 |
| Institute for boys | 26 |
| Institute for girls | 26 |
| D. Curriculum and instructional materials | 27 |

| | Page |
|--|------|
| E. Teaching staff | 28 |
| F. Administration and supervision of the programme | 28 |
| Travel | 28 |
| Technical committee | 28 |
| Needed personnel | 29 |
| Resident department and day-programme helpers.. | 29 |
| Part IV The permanent committee on mental retardation | 31 |
| General objectives | 31 |
| Specific objectives | 31 |
| Concluding remarks | 32 |
| Part V References | 33 |
| Part VI Appendices | 35 |
| Appendix 1 Classroom requirements and materials | 37 |
| Appendix 2 Suggested activity units for 3 levels of the programme | 41 |
| Appendix 3 Sample of the curriculum for "Reading and Language Arts"; suggested daily programme | 43 |
| Appendix 4 List of suggested tests needed for psychological services | 51 |
| Appendix 5 Teachers's observation report | 53 |
| Part VII Acknowledgement | 57 |

Part I

Introduction

Background on development of educational services

Saudi Arabia's First National Development Plan covering five years from 1971-1975 lays stress, among other things, on the diversification of economy and development of human resources in the fields of education, health, manpower training and social services.

Educational services are supervised by the Ministry of Education which was established in 1953. Impressive gains in the field of education over the years are evident. Pupil enrolment and the establishment of schools and teacher-training institutes are constantly on the increase.

Table I: shows the increase in pupil enrolment in the public schools in the last five years. Noteworthy is the increase in girls' enrolment and the subsequent emphasis on girls' education and efforts to provide more educational opportunities for them.

Special education

Interest in and concern over the country's handicapped is shown in the creation of a Special Education Department in 1962 under the supervision of the Ministry of Education.

Table II: shows the expansion of special education services in the past five years in terms of number of schools, classes, students and teachers.

Table III: shows in more detail all special education services in the Kingdom, the total number of students and personnel for the school year 1971-1972.

Special education in the Five-Year National Development Plan⁽¹⁾

The estimated cost of special education services within the Five-Year National Development Plan is SR 113 million. The entire cost of special education services is borne by the Government.

1. Services for the deaf under the plan include the opening of a vocational training division in the capital city, Riyadh, for young males beyond school age. It will provide training of the deaf in shoe-making, carpentry, tailoring, book-binding, etc. A sheltered workshop is envisaged whereby students are given a regular allowance plus 15% of their production. The opening of a vocational institute for boys (intermediate level) is envisaged at the Al-Amal (Hope) Institute which will consist of 2 divisions: drawing and printing.
2. Services for the blind under the plan include the establishment of a talking book library.

⁽¹⁾ Report on Special Education for the Education and Rehabilitation of the Handicapped, Ministry of Education, Department of Special Education, Kingdom of Saudi Arabia, 1390H-1970 AD.

A project to employ blind students completing vocational training at Al-Nour (Light) Institute is part of the plan. Estimated number of blind students to benefit from such a project is 400.

3. Opening an institute for the mentally retarded. The Kingdom's concern in the education, care and treatment of the mentally retarded is evidenced by requests for experts to look into the problem of mental retardation in Saudi Arabia. Dunn's⁽¹⁾ report (1969) stresses the educational aspects of the problem, particularly for the slow learners and the trainable mentally retarded; Mikkelson's⁽²⁾ report (1971) stresses medical services for the mentally retarded. Included in the report is a review of the cause and prevalence of retardation among children.

In accordance with the plan to establish an institute a specialist in the education of the mentally retarded was requested.

(1) L. Dunn, Report on Special Education for the Mentally Retarded, Dept. of Special Education, Ministry of Education, Riyadh Saudi Arabia, Feb. 1969 AD/1379 H.

(2) N.E. Bank Mikkelson, Assign, Report Treatment of Mentally Retarded Children, Aug. 1971, WHO, EMRO/71/982

Table ITotal number of students in public schools in Saudi Arabia

| | 1966/1967 | | 1967/1968 | | 1968/1969 | | 1969/1970 | | 1970/1971 | |
|--------------|-----------|--------|-----------|--------|-----------|---------|-----------|---------|-----------|---------|
| | boys | girls | boys | girls | boys | girls | boys | girls | boys | girls |
| Kindergarten | 600 | 1,030 | 850 | 1,608 | 1,107 | 2,235 | 1,420 | 2,655 | 3,589 | 2,105 |
| Elementary | 219,503 | 73,070 | 242,499 | 86,698 | 261,221 | 102,205 | 277,364 | 119,789 | 290,467 | 132,277 |
| Intermediate | 28,221 | 2,449 | 37,712 | 3,176 | 43,096 | 4,020 | 48,848 | 5,305 | 50,010 | 8,645 |
| Secondary | 6,348 | 374 | 8,548 | 843 | 10,430 | 1,025 | 12,177 | 1,487 | 143,887 | 1,856 |

- (1) Boys' and girls' education is completely separate. Boys' education is supervised by the Ministry of Education, the education of the girls is supervised by the General Directorate of Girls' Education.
- (2) Exceptions are the kindergarten.
- (3) Special education institutes are administered by special education administration, Ministry of Education. Education in these institutes is also segregated by sex.

Table IISummary of special education statistics in the last five years

| | schools for | | classes for | | students | | teachers | |
|-----------|-------------|-------|-------------|-------|----------|-------|----------|-------|
| | boys | girls | boys | girls | boys | girls | men | women |
| 1966/1967 | 4 | 2 | 57 | 13 | 667 | 88 | 96 | 25 |
| 1967/1968 | 6 | 2 | 73 | 15 | 916 | 74 | 138 | 25 |
| 1968/1969 | 7 | 2 | 95 | 21 | 1,005 | 127 | 162 | 36 |
| 1969/1970 | 8 | 2 | 106 | 22 | 1,097 | 151 | 180 | 43 |
| 1970/1971 | 8 | 2 | 115 | 23 | 1,148 | 109 | 214 | 36 |

Table III

Summary of special education services in Saudi Arabia 1971-1972

| No. | Institute for | Year of Estab- lish- ment | No. of students | | | | No. of personnel | | | |
|-----|--|------------------------------------|-----------------|------|------|------|------------------|--------|----------------|---------------|
| | | | Pr. | Int. | Sec. | Voc. | Teach. | Admin. | Resid. sup. | moni- tors |
| 1 | The Blind Inst. Riyadh (boys) | 1960 | 60 | 36 | 44 | 133 | 54 | 16 | 4 | 16 |
| 2 | The Blind Inst. Mecca (boys) | 1962 | 27 | 14 | - | 64 | 31 | 5 | - | 5 |
| 3 | The Blind Inst. Eneaza (boys) | 1962 | 20 | 13 | - | 99 | 25 | 9 | - | 5 |
| 4 | The Blind Inst. Ehssa (boys) | 1963 | 51 | 19 | - | 128 | 36 | 5 | - | 4 |
| 5 | The Deaf Inst. Riyadh (boys) | 1964 | 136 | - | - | 100 | 29 | 16 | 8 | 25 |
| 6 | The Deaf Inst. Riyadh (girls) | 1964 | 118 | - | - | - | 28 | 8 | 12 | 24 |
| 7 | The Blind Inst. Riyadh (girls) | 1964 | 25 | 6 | 3 | 26 | 26 | 9 | - | 5 |
| 8 | The Blind Inst. Madina (boys) | 1967 | 35 | - | - | 37 | 17 | 6 | - | 4 |
| 9 | The Blind Inst. Katayef (boys) | 1967 | 25 | - | - | 82 | 18 | 3 | - | 2 |
| 10 | The Blind Inst. Breda (boys) | 1968 | 12 | - | - | 60 | 15 | 9 | - | 3 |
| 11 | The Inst. for the Mentally Retarded, Riyadh (boys) | 1971) | 100 | | | |) | 18 | 1 | 5 |
| 12 | The Inst. for the Mentally Retarded, Riyadh (girls) | 1971) | | | | |) | | | |
| 13 | The Deaf Inst. Jeddah (boys) | 1971) | 100 | | | |) | 18 | - | 5 |
| 14 | The Deaf Inst. Jeddah (girls) | 1971) | | | | |) | | | |
| | | | 709 | 88 | 47 | 729 | 315 | 110 | 58 | 109 |

Total number of students = 1,573

Teachers = this figure includes also other specialized personnel as social worker, psychologist etc.

Part II

Expert's Mission

This is a final report of the expert's mission to Saudi Arabia (Saud 15) covering a nine-month period from December 2, 1971 to August 1972.

According to the job description from Unesco Headquarters, the expert is to:

- (a) participate in the preparation of an educational programme for mentally retarded children,
- (b) prepare a plan for the training of teachers of the mentally retarded,
- (c) indicate suitable educational aids for the institutes,
- (d) act as first advisor in this field during his assignment.

After a briefing session at headquarters, the expert arrived in Riyadh December 23, 1971. The first few days were mostly spent at the UNDP office, meeting UNDP staff, and reading previous reports on the subject.

The expert was later accompanied by the UNDP public relations officer to meet Ministry of Education officials particularly the General Director of Special Education Administration, Sheikh Abdullah El-Chanem who expressed his appreciation of Unesco's assistance to the project. He gave a briefing of what steps had been taken; namely: that the buildings for the two institutes, one for mentally retarded boys, and the other for mentally retarded girls were ready; and that all teachers were already hired months before.

Several meetings followed with more briefings from other members of the staff who provided preliminary background information about the cases referred to the institute. These meetings were attended by the Director-General, principal of the institute, two special education supervisors and a psychologist.

During the initial meetings, there was felt a need to have rules and regulations to enable members to have clear-cut responsibilities. More important, it was necessary for everyone to understand the programme being planned, its goals and objectives etc. There were some misconceptions about mental retardation, and these were discussed and clarified. Conveying ideas and concepts was facilitated by the expert's knowledge of Arabic.

The framework of the rules and regulations for the institute was discussed. Recommendations were drafted; the final form was sent to the Ministry of Education and was subsequently approved with some minor revisions.

The approved form, consisting of eight chapters, 64 articles, covers a wide range of topics: general objectives of the institutes, admission policies, qualification of personnel, individual and group staff responsibilities. Major points taken up in the meetings are summarized below. These points served as guidelines for action in the ensuing weeks.

1. A more detailed discussion of the type of programme needed; the type of mentally retarded children to be served, etc.
2. Reviewing measures taken for the identification of the mentally retarded and working out ways for identifying and classifying them; setting up criteria for admission.
3. Visit to the site of institutes and facilities and make recommendations specifically on location and distribution of classes; classroom furniture and equipment needed.
4. Preparing a curriculum guide, its scope, content, etc.
5. Preparing a list of classroom aids and instructional materials needed.

A tentative date for the opening of the institutes was set around the first week of March. Meetings with the classroom teacher before the opening date were planned, to explain more fully the programme levels, and expectations from the children.

A. Planning the Programme

Rationale. From the discussions with the staff, and on the basis of the approved rules and regulations for pupil admission and on the basis of preliminary information about the cases, it was apparent that what was generally envisaged as the type of programme needed was one which serves the educable mentally retarded (EMR). Accordingly, the educational programme was planned with this sample in mind.

The approved rules for admission:

Chronological age (CA) between 6 - 14 years. In exceptional cases, a child may be admitted if CA is one or two years more or less off the range.

Intelligence Quotient (IQ) between 50 - 75.

The child should pass a general physical examination and should be free from infectious diseases.

The child should be free from other major handicaps which might prevent him from benefiting from the programme.

An observation period of at least 15 days is required before final admission. Teacher's judgement of the child's suitability to the programme is needed.

Thus, the first mental retardation programme introduced in the institute is a programme designed for the EMR child. It was deemed feasible and practical to start with just one type of programme. This allows further expansion to other programmes if and when the need arises.

It was also felt logical to start with an EMR programme since the sole agency interested and actively involved in the project is the Ministry of Education which specified for the assistance of a specialist in the education of the mentally retarded. Furthermore, the orientation and experience of the teaching staff has been with the EMR.

General objectives of the programme for EMR children. The main objectives of the programme are to provide the EMR Saudi child appropriate experiences to enable him to adjust himself to his environment, and to prepare him for a job which would make him reasonably independent in his adult life.

For his personal, social and vocational adjustments, a functional knowledge of "tool subjects" (reading, writing, arithmetic, etc.) and familiarity and exposure to a variety of real and life-like experiences should be provided.

Of vital consideration in the working out of an educational programme for the mentally retarded in Saudi Arabia is an understanding of cultural expectations and demands, sex rôles, and sensitivity to cultural practices. Also an understanding of the educational system, achievement-motive of the general population, availability of jobs for the mentally retarded adult, and other socio-economic factors should be taken into account.

Levels of the programme. In organizing special classes or in grouping mentally retarded children, certain factors are considered: CA, IQ, MA, social maturity, and educational achievement etc. Also considered is whether the special education programme is within the regular school system or a "Self-contained unit" as the Institute of Mentally Retarded Boys and the Institute of Mentally Retarded Girls in Riyadh.

At present, the regular schools in Saudi Arabia do not provide services for the mentally retarded. In fact, all special education services are provided for in institutes⁽¹⁾ such as the Institute for the Deaf and the Institute for the Blind.

The two institutes for the mentally retarded boys and girls in Riyadh, established during this mission, are the first in the kingdom. Clearly, overall attempts are experimental and the needed changes should be noted the following year.

The EMR programme planned for the institutes consists of three levels.

- (a) level 1 (Pre-academic)
- (b) level 2 (primary or grade school)
- (c) level 3 (vocational)

(1) All special education schools in Saudi Arabia are called "institutes" whether day school or residential school or both.

Level 1: The pre-academic level is intended for children whose CA ranges between six or nine years or possibly ten; MA ranges between 3-5 1/2 or six. Duration of stay in this level, in average, is two to four years.

This level stresses readiness activities preparatory to learning tool subjects.

Level 2: The primary level is intended for the EMR of CA between eight or nine years to 12 or 13; MA between six to eight or eight and a half. Length of stay in this level, in average is four to six years.

Children in this level are introduced the "tool subjects" and provided with the necessary and appropriate experiences for their adjustment. Knowledge of the "tool" subjects should be functional.

Duration of stay is, in average, four to six years. This was considered adequate, instead of having the regular primary, intermediate and junior high school levels.

Level 3: This level is actually a two-track programme - educational and vocational.

The educational programme is a continuation or extension of the previous levels.

The vocational programme exposes the EMR to skills needed for particular jobs.

Level 3 is intended for the EMR with CA 13 or 14 years to 17 or 18; MA is seven and a half or eight upwards.

The vocational level orients the EMR towards a useful vocation to enable him to earn a living and to prepare him to adjust himself with his family, fellow workers and society in general.

Opportunities for job placement may be provided to those who successfully complete this level; those unable to do so may be referred to the sheltered workshop of the Ministry of Labour and Social Affairs for further training.

The average duration of stay is four years. The curriculum (content and emphasis) for the mentally retarded Saudi boys differs from that intended for mentally retarded Saudi girls due to cultural roles and expectations. Simple household tasks, home management, handicrafts etc. are emphasized in girl's education.

Daily Programme: Classes start from 8:00 to 12:05 a.m. six days a week excluding Friday which is a holiday. The daily programme covers six periods, 30 minutes for each period. (appendix 3)

The first period is devoted to routine work as inspection, cleaning, arranging personal needs, etc. Daily subjects include religious education, reading, language arts, arithmetic.

On every other day, art education, social studies, science, physical education, and music education are taught.

B. Reviewing measures taken for identification, classification, setting criteria for admission

The Ministry of Education, Special Education Administration had earlier taken several steps to inform the public and other ministries of the planned educational services for the mentally retarded. The public was informed about the opening of the institutes and parents were encouraged to make direct application to the institute. The Ministry had also sent a survey form to the public schools to help in identifying the educationally retarded (repeaters, etc.). Other sources of referral were Riyadh's city hospitals, Department of School Health and Ministry of Labour and Social Affairs.

As a result, there was already available, information about the cases referred for psychological evaluation. Samples of the psychological reports were reviewed with the psychologist of the Special Education Administration to obtain background information which would later aid in grouping the children. The files contained some useful information especially those obtained from direct interviews with the parents.

The application of more tests was suggested (see appendix 4). The possibility of devising a "test" in the absence of tests standardized for Saudi children was explored but not pursued. Further suggestions were a separate social worker's report, and medical or psychiatrist's report containing each child's developmental case history, etc.

Not only was there a lack of suitable tests, but there were not enough tests being used. A list of performance and verbal tests was prepared and submitted to the general director for purchase. Response was positive and immediate; all tests, except two were purchased. The two tests, Stanford Binet and WAIS are available in Arabic. These were standardized in Egypt. Their use in Saudi Arabia may therefore be practical and convenient but caution in the interpretation of scores due to differences in socio-economic backgrounds from which the norms were established, was pointed out.

The files of the cases referred to the institute revealed that some have had very little schooling or no schooling at all. Furthermore, there were cases having severe speech defects, epilepsy, and cerebral palsy. The number seemed a bit large from what was expected to be an EMR sample.

It was evident from this point, that great care should be exercised in identifying and classifying the mentally retarded. Hence, the necessity of adequate information-gathering as well as close observation of the child was emphasized. A form to assist the classroom teacher in observing the child was prepared (see appendix 5).

This form was to be submitted at the end of the observation period.

C. Visit to the site of the institute and its facilities

Several visits were made to the institute, the first of them with the general director and the principal.

The institute for the MR boys is located within walking distance from the Ministry. Comprising the institute are three separate buildings and a small garden which serves as playground. Two buildings were recommended to accommodate administrative staff offices and five classrooms. The third is for residential facilities. Since these buildings were not originally intended as a school, the physical set-up, size of rooms, construction materials and general decor are not exactly ideal. The rooms are too small to accommodate classroom equipment and facilities. After discussion with the general director and the principal, several suggestions were made as to the location of classrooms, kitchen, cafeteria, bedrooms etc.

The institute for boys has a capacity of about 50 - 70 children.

The institute for the MR girls is located almost outside the borders of the city.

Like the institute for boys, the girls' institute was formerly a villa. However, the compound is more wide, the buildings more new and large. There is enough room for expansion should the need arise. The rooms are spacious, well ventilated. Lighting is adequate. One building facing the entrance houses the administrative staff and resident facilities, the other is used for classroom, kitchen etc.

The institute for girls has a capacity of about 60 - 80 children.

D. Preparing a curriculum for the EMR programme

No curriculum guide had earlier been prepared. One of the immediate needs of the programme was the preparation of a curriculum designed for mentally retarded Saudi children. Thus a curriculum devised for them at this stage is experimental, and consistent to the objectives and needs of the programme.

The general framework of the guide was presented and discussed; suggestions were noted; also samples from preliminary attempts mostly excerpts from other sources.

Work on the curriculum guide had to be started immediately, at least before the opening of the institutes. Its preparation coincided with the "Haj" pilgrimage. All government offices and most establishments were closed. This was fortunate for the occasion provided the opportunity for uninterrupted work concentrated in the preparation of the curriculum guide.

The experimental curriculum which was designed for the EMR Saudi child is developmental in approach. This affords the teacher using the guide a great deal of flexibility in choosing or presenting concepts, activities, best suitable for each child or group. The teacher starts "where the child is", and from there guides the child to progress according to his ability.

The subject areas consist of the following:

Islamic religion and character education
reading and language arts
arithmetic and Quantitative thinking

science and health education

art education

physical education

rhyme, songs and music

Though presented separately, the subject matter areas are correlated. The content, scope and level of difficulty may vary as the child proceeds from one level of the programme to another.

Suggested units of activity (see appendix 2) for each level are included in the curriculum guide. The teacher may prepare a more detailed developmental guide, based on these units to suit the needs and interests of the children in his classroom. Perhaps these may be incorporated to this experimental guide.

A sample of one subject area "reading and language arts" for all three levels is found in appendix 3.

The complete 74 page guide prepared and written in Arabic by the writer contains the following:

- I Introduction - characteristics of the EMR child
- II Objectives of the planned educational programme for EMR Saudi children
- III Levels and classification
- IV Specific aims for each level
- V Subject matter areas
- VI Aspects for consideration by the teacher of the EMR using the guide
 - general basis of the curriculum
 - nature of relation between teacher and the EMR child
 - function of educational materials in the EMR classroom
 - special teaching methods and techniques with the EMR
 - teaching aids
- VII Suggested activity units for the
 - pre-academic levels
 - primary level
 - vocational level (also included is a list of suggested vocations for the training of the EMR young adult)
- VIII Suggested plan for daily programme (one week timetable) for the
 - pre-academic level
 - primary level
 - vocational level
- IX A detailed list of classroom requirements, equipment and materials (see appendix 1)
 - classroom condition (physical set-up, lighting, etc.)
 - classroom equipment and furniture
 - instructional materials and educational toys

arithmetic aids
physical education equipment
music instruments, records, etc.
art education materials

E. Preparing a list of educational materials to be used for the programme

Simultaneous to the preparation of the curriculum guide was the preparation of a list of materials for purchase.

The local bookstores were canvassed to check materials and aids that are readily available. Most are imported material and designed for the normal young child. Some are suitable for the mentally retarded and these were purchased. Examples: plastic toys and games, construction blocks, telephone toys, etc.

The teachers were encouraged to develop teacher-prepared materials for their classroom use. Response was immediate. Their work was productive and creative. Some aids were developed by utilizing the carpentry facilities from the Institute of the Blind, Riyadh. The institute gave its full cooperation with the teachers and the result was the production of a number of manipulative items, intended to teach concepts of size, weight, length etc.

Lack of wood materials delayed the production of more aids. With time in their hands, willingness and creativity, the teachers could have produced more and better ones. The specifications, design, and plans were left at the institute and it is hoped that production of more aids will continue soon as needed materials are available.

F. The administrative, teaching and resident staff of the institutes comprise the following

(a) Administrative:

| | <u>Boys Institute</u> | <u>Girls Institute</u> |
|--------------------------|-----------------------|------------------------|
| Principal | 1 | - (1) |
| Vice-Principal | - | 1 |
| Administrative Assistant | 1 | 2 |
| Secretary | - | 1 |
| Clerk | 1 | - |
| Typist | 1 | 1 |

(b) Teaching and other professions:

| | | |
|----------------|--|---|
| Teachers | 6 | 5 |
| Social Worker | - | 1 |
| Psychologist | 1 | - |
| Medical Doctor | 1 (one for all special education institutes) | |
| Nurse | - | 1 |

(1) There is one principal for both institutes

(c) Resident staff:

| | <u>Boys Institute</u> | <u>Girls Institute</u> |
|---------------------|-----------------------|------------------------|
| Resident Administ. | 1 | 1 |
| Resident Supervisor | 3 | 2 |
| Monitors | 2 | 2 |
| Gardener | 1 | - |
| Janitors | 1 | 2 |

Teachers' background and experience:

All the classroom teachers of both institutes are non-Saudis and come from neighbouring Arab countries. Each is a holder of a public-school teacher's certificate plus one year of course work in special education, specializing in mental retardation. The physical education teacher has a high school diploma and boys scout training. Two years of teaching in the regular schools is required prior to admittance in special education.

The teachers have had at least three years of teaching experience with the mentally retarded.

All the teachers are under one year contract, subject to a yearly renewal up to four years.

G. Teacher-preparation programme in the field of mental retardation

As specified in the job description of this mission, a plan for a teacher-preparation programme was submitted for approval.

Prior to the submission of the plan, were meetings with officials from the Ministry of Education. Discussed at the meetings were ways of implementing the teacher-preparation programme, encountering anticipated problems related to transportation, policies etc. Also discussed were ways to attract regular public school teachers, male and female, to the new field through the provision of more and better incentives and conditions for the trainees.

The Ministry had set a budget of SR 300,000 (30,000 sterling pounds) for the teacher programme for the five year plan (1971-75).

Following is the teacher-preparation programme approved by the Administration of Special Education:

| | |
|-----------------------------------|--|
| <u>Duration of the programme:</u> | six months (from September 23, 1972 to end of March 1973) plus continuous one month practicum (total of seven months). |
| <u>Capacity:</u> | 15 men teachers, 15 women teachers (possibly 20 + 20) in separate groups. |
| <u>Applicants:</u> | should be, Saudi in nationality, elementary school teachers, and with an average record of "Good" in the last two years. Applicants should pass an interview by the Administration of Special Education. |

Schedule of lectures: classes meet four evenings a week, plus one complete day for practical training every week. The sixth day will be assigned for library reading and case study.

List of courses suggested: (lecture - 60 minutes)

- | | |
|---|---------------|
| (1) The psychology of the mentally retarded | (30 lectures) |
| (2) Educating the mentally retarded | (30 lectures) |
| (3) Mental retardation; medical aspects | (20 lectures) |
| (4) Curriculum and teaching methods with the mentally retarded | (30 lectures) |
| (5) Audio-visual aids | (20 lectures) |
| (6) Non-academic education with the mentally retarded (crafts, art education, physical education, home economics, rural education etc.) | (30 lectures) |
| (7) Individual services (testing, speech therapy, physical therapy, learning disabilities etc.) | (30 lectures) |
| (8) Administration and supervision of special educational programme for the mentally retarded | (20 lectures) |

For each group of male and female teachers, a total number of 196 lectures, aside from informal seminars, field trips, case study and film shows.

School of Education, University of Riyadh is ready to provide the programme with a very well selected group of films related to the education and psychology of children.

Administrative Staff:

| | <u>No.</u> |
|--|------------|
| Programme Administrator | 1 |
| Assistant Administrator (one male, one female) | 2 |
| Translators (one male, one female) | 2 |
| Typists | 2 |
| Janitors (three males, three females) | 6 |

All the staff members may be employed on a part-time basis.

Lectures and related activities may take place preferably in the institutes due to proximity to facilities, classes for observation and demonstrations, etc. Space for lecturers, however, should be provided.

Supplementary needs for the programme are the following:

- (1) furniture, office and lecture rooms equipment
- (2) physical education equipment for demonstrations, and practical training with the children

- (3) eleven textbooks (in Arabic) for references and as supplement to lectures (40 copies each). These texts are related to the courses in the programme.

Since this short-term training programme is intended to meet an immediate need for teachers of the mentally retarded, it is advisable to put it into effect as planned in September 1972.

Establishment of institute for the mentally retarded in other parts of the kingdom should perhaps not take place for some time until there are enough trained teachers.

It is expected that with the training programme being offered on a continuing basis, the demand for teachers of the mentally retarded in Saudi Arabia will be met.

Eventually, training will be upgraded, and provision of teacher's certification and a system of promotion remuneration will be worked out.

The programme itself should be expanded depending on future needs. Education and training on a longer basis would lead to a teacher's certificate.

Part III

Evaluation and Recommendation

(A) The EMR programme

A programme for the EMR as a start in the educational service for the mentally retarded in Saudi Arabia was felt practical and feasible. The programme was in effect from the time the institutes opened in March till the termination of the school year. Much of this period had been spent on observing and regrouping the children. Within the limited period, the programme may be evaluated in terms of response from the parents and progress of the pupils.

1. Parental and public interest The response of the parents to the programme can be described as positive. Some of the parents had voluntarily met their child's teachers, asked about his progress or informed the teachers about child's improvement in the home. Parents expressed surprise and pleasure that their child has acquired habits such as washing his hands, knocking the door before entering, etc. Evidently, health and social habits learned and practised in school are carried over to the home. Parents and teachers contact had been direct, for the most part, on a voluntary basis. With this rapport, it was considered opportune to organize a PTA. This was suggested but no decision or further action had been taken. Parents' rôle in mental retardation movement anywhere has been recognized as a potent force. Their participation should be actively sought.

Some of the public schools in Riyadh responded to the programme. They had sent children considered "educationally retarded" to the institute for identification. The school's active participation is discussed in Part III-B.

2. Children's progress There has been a marked improvement in the majority of children in all levels of the programme. Progress is evident in the children's general classroom performance and social behaviour, as reported by the classroom teachers and as observed by this writer during daily and later periodic visits to the institutes.

In the first level, for example, the children learned to sit still and listen when a recording of Koran verses is played. They can recognize simple words with picture cues, understand and perform simple instruction; their motor skills have improved considerably.

In the 2nd level, progress is evident in many areas of development; most noticeable is development of finer motor skills. The children have learned to do the "wodouaa", (washing ritual before the prayers) and to pray.

They can do arithmetic computation, can recognize more words and some can read simple sentences.

Hyperactivity in both levels has been greatly minimized; attention to a task has improved.

In the 3rd level, the pupils can memorize some verses from the Koran, read sentences, can identify tools and their use. Some are in the 3rd grade

level in reading and arithmetic. They have developed a greater sense of responsibility, and have been a great help to their teachers. The older retarded pupils, as this writer had observed, were helpful and attentive to the younger retarded children.

On the basis of improved classroom performance and behaviour, it is evident that the children stand to benefit from an educational programme per se of a type not provided in regular schools. The programme would work best for the EMR as was intended. From the observation period, however, it was clear that a number of children (especially imbeciles) are trainable and hence would need a programme having more realistic goals for them. Therefore it is recommended to have a trainable programme within the institute. The young trainable mentally retarded (CA not more than 9 or 10) should preferably be accommodated at the Girl's Institute.

Services for the older trainable mentally retarded (C.A. 11 or 12 or more) may be provided by the Ministry of Labour and Social Affairs.

Special classes in regular schools may be established on an experimental basis to help slow learners. The result of the pilot experiment may enable the Ministry of Education to decide whether to establish special classes within the regular school system or to continue to establish day schools or resident schools for the EMR. It may be mentioned at this point that future services should be distributed proportionately on the basis of geographic location and population distribution.

3. Resident schools vs. day schools:- Resident schools are practical for children coming from all parts of the country and for children whose stay with the family is disruptive, and who cannot adjust to parents and siblings.

Day schools, on the other hand, provide the mentally retarded the opportunity to be with his family, which is important for his adjustment.

The institutes function both as a resident school and day school but mainly as a resident school. Children living in the city should be encouraged to be under the day school programme but transportation should be provided for them. Since elementary schools in Saudi Arabia are half-day schooling (A.M.) afternoon activities in the resident department in the institute should be enriched.

4. Multiple-handicapped mentally retarded Children having other accompanying handicaps should be helped. Parental concern and anguish are justified. Their children's needs can best be met in places where there are special facilities, equipment and trained teachers of the physically handicapped.

The institutes for the mentally retarded at present cannot and should not accommodate these children mainly because of lack of personnel with the proper orientation and experience, and lack of facilities. The Ministry of Health or the Ministry of Labour and Social Affairs can best initiate and maintain a programme for the multiple-handicapped mentally retarded child.

(B) Identification, admission, and screening

According to the rules and regulations, the Technical Committee studies
Serial No.2756

each child's file containing the application for admission, a medical report, and a psychological report.

The medical report contains information about child's general physical health such as Visual acuity, pulse rate, skin diseases, etc. The report should also include medical history since a medical doctor or a psychiatrist with his knowledge of, for example, the child's pre-natal post-natal history can best point out or relate its implications to the case.

The psychological report contains information obtained from the psychologist's interview with the child's parent; the child's IQ as estimated by the psychologist, classification of the child, and recommendation for admission or exclusion to the programme.

Psychological evaluation to be of value in the planning of educational programmes should be fairly adequate and reliable. The admission policy had relied heavily on the psychological reports. The grouping of the children to the different levels of the programme also had to rely on this report. Adequate and reliable testing therefore was a necessity.

There is a lack of suitable tests, especially tests adapted for Saudi children. But in their absence, some alternatives may be resorted to. The application of tests already in use for some years in other Arabic speaking countries would be practical and useful. For example, the Stanford Binet, Egyptian revision, and other tests translated in Arabic. These tests should be administered by a trained psychologist with experience in testing. The results obtained from the tests may be compared with the established norms; due to cultural differences, however, flexibility in interpreting the obtained scores is needed. Under the circumstances this may be a more reliable alternative.

In the majority of the cases, the children's IQs come in very wide ranges. In some cases, the classification is expressed in either clinical or educational terms which in turn needed clarification. Inconsistency in terminology could be misleading especially during the admission process.

In addition to information already obtained, the following should be included in the files:

1. the tests used from which the IQ was obtained. The test record form should be a part of each child's file. More reliable reporting of IQ is needed.
2. Mental age (MA) as obtained from the application of a test. A discrepancy between the estimated MA obtained from a test and the observed characteristics of the child's mental level, further assessment is needed, such as his social maturity or adaptive behaviour, parents' observation of the child's adjustment in the home, his achievement level in case of previous schooling.

Aside from the medical and psychological reports, a social worker's report and classroom teacher's evaluation report (after the observation period) should be included in the final decision for registration to the programme. A social worker report should be prepared by a trained social worker. The Girls' Institute has a form prepared by the social worker there and may be adapted for the Boys' Institute.

A sample of the teacher evaluation report is found in Appendix 5.

Admission: Admission policies are carried out by the Technical Committee composed of the principal, psychologist, 3 classroom teachers representing each level, a medical doctor, and a social worker. A social worker had been employed by the Girls' Institute; no social worker for the Boys' Institute was available. Thus, in the all-male meetings, no social worker was represented.

Group decision on a case is required according to the rules. Some of the cases, however, were decided upon by one or two members.

Registration at the Girls' Institute differed. All the girls were tested by the psychologist at the Boys' Institute; follow-up was made by telephone. As an "outsider" this writer was allowed to visit the Girls' Institute. Consultations were made with the supervisor, a classroom teacher and the social worker. Each case was studied separately and group decision was sent to the principal for approval.

Young mentally retarded boys (CA under 8 or 9) are registered at the Girls' Institute, which in this writer's opinion, is a good arrangement. The children's mental ages are between 3 1/2 to 6 1/2 or 7.

Public school screening: The cases referred to the institute for identification were not what may be regarded as typical EMR. The public schools were then considered a good source for referral.

Table IV shows the increasing number of repeaters in the first four grades of elementary schooling in the public schools for the year 1970-71. They comprise, as the figures show, from one fourth to one third of the total number of schoolchildren. This trend is expected to continue and one factor that may account for this is that in the current school year 1971-72, repeaters are allowed to stay in school over an indefinite number of years; whereas in the previous years, repeaters were allowed up to 2 years after which they transfer to private schools or elsewhere. Dropouts are very common. Education in Saudi Arabia is not compulsory.

Many of the children entering school for the first time find difficulty in the academic-oriented setting. It seems that there is a wide gap between the child's pre-school environment and the school environment and this may be one factor which accounts for the large number of repeaters in the first year of schooling.

A pilot screening study for identifying the EMR from the public schools was proposed; the outline was presented, and the schools were notified. A random sample of about 5 to ten percent of the total population of Riyadh's elementary schoolchildren was envisaged but was not carried out because it was not feasible to conduct the survey at the end of the school year when schools were busy preparing for the final examination.

The problem of incidence: Dunn (1969) estimated the number of the mentally retarded in Saudi Arabia as follows:-

Table IV

Repeaters in the first four grades in
Saudi Elementary Schools

1970/1971

| Grade | Newcomers | One year repeaters | Two year repeaters | Total |
|---------|-----------|-----------------------|-----------------------|-------|
| <hr/> | | | | |
| Grade 1 | 48770 | 16407 | 3229 | 68406 |
| Grade 2 | 36640 | 9001 | 2149 | 51256 |
| Grade 3 | 34435 | 8713 | 1952 | 48340 |
| Grade 4 | 31960 | 11556 | 2966 | 49712 |

School age population (based on 1967-68 statistics)

EMR boys - 3,700 to 5,400
EMR girls - 830 to 1,660
TMR - 1,200

reduced estimate of
custodial cases - 6,250 to 7,500

Total number of mentally retarded - about 12,000 to 16,000.

These estimates were based on American percentage of prevalence and incidence of mentally retarded and his experience in the field.

Mikkelsen (1971) criticized Dunn's report and applied Danish figures to Saudi Arabia. His estimates of the number of mentally retarded are given below:

Total number of mentally retarded - 25,000

need resident care - 10,000
seats for SSN - 1,000 to 2,000
seats for MSN - 3,000 to 6,000

Both Dunn's and Mikkelsen's estimates are considered theoretical but are indicative of the magnitude of the problem.

These estimates had considered number of total population (a precise figure is not available), distribution of population by age groups, newborn rate and mortality rate. This writer is of the opinion that aside from these considerations, a survey in Saudi Arabia to obtain a realistic estimate should consider:-

- (a) The definition of "who is considered mentally retarded", criteria etc.
- (b) the principal ailments of the country
- (c) the characteristics of the population from which the sample is drawn.

(C) Physical facilities:

Both institutes for the mentally retarded boys and girls were formerly villas, not ideal substitutes for a school building.

The Institute for Boys: The rooms are small; there is a lack of space for offices, teacher's room, and cafeteria. In the residential department, the bedrooms and the kitchen need remodelling. The playground is too small. A committee composed of the principal, a delegate from the Ministry, the psychologist and this writer, studied the possibility of remodelling, building a new wing, or renting another villa. Recommendations were submitted to the General Director.

The Institute for Girls: There is enough room to accommodate present needs as well as for future expansion. The play-ground may be extended up to the outside garden.

Serial No.2756

Under the 5 year plan, the Ministry of Education has an item for the construction of a special education collective institute (colony) for each type of handicap, including the mentally retarded. This writer was invited to a meeting to discuss further physical facilities and requirements for the future building. The meeting was attended by the Principal and a senior architect of the ministry's construction division. Suggestions were spacious rooms (6 x 7 metres), enough restrooms, space for auditorium, indoor gym, exhibit room, and if possible, a physical therapy centre. Also needed are wide playgrounds.

(D) Curriculum and Instructional Materials:

The curriculum guide prepared for the EMR is experimental. Revision is expected as knowledge of the mentally retarded Saudi child, his needs, interests, characteristics, grows.

The classroom teachers were asked to make notations concerning their use of the guide. Their verbal and written reports* are summarized as follows:-

- Many of the activities in the first and second levels are applicable as they are.
- The guide's developmental approach allowed a great deal of flexibility.
- The children responded well, and made significant progress in the area of Health Habits and Social Skills. Reading and Speech correction were found difficult for them.

Recommendations:

1. Use of the curriculum guide should be continued for at least one full academic year. Evaluation and revision would then follow.
2. A teacher's workshop is suggested for evaluating the curriculum guide. The workshop may be composed of some, if not all, of the classroom teachers working with a supervisor of the mentally retarded classes, if a curriculum specialist is not available.
3. Preparing a separate and detailed guide for the vocational training programme, 3rd level.

Suggested for this level are carpentry, book-binding, basket-weaving, plastics, static photography, etc. for boys.

For girls, home management, sewing, needlework, home economics, hair-styling, cosmetics, etc.

4. Classroom teachers should make further attempts to explore what the child's needs and interests are and what motivates him to learn.

* Two submitted specific and perceptive comments.

5. Completing the classroom materials and instructional aids needed.
6. Purchasing children's books available in Cairo or Beirut. Books should be purchased in small quantities for "try-outs". Selections from different levels should be made.
7. Concrete steps should now be taken to meet the growing need for suitable materials designed for children with special needs. The Ministry of Education may appoint a committee to prepare and write textbooks, workbooks activity units, or other instructional materials intended for Saudi Arabian children.

(E) Teaching Staff:

The present teaching staff of the two institutes are qualified and experienced. Some of them are very capable of serving as critics for trainees in the proposed teacher-training programme. (See Part II-G). The male teachers had done very good work in the production of classroom aids.

The teachers of the mentally retarded will receive 20 per cent additional increase in their salary, according to the Ministry of Education's rules and regulations (1971-72).

The institute would need new teachers, specifically music education teachers, vocational instructors and workshop assistants.

In addition to the present staff, more classroom teachers, physical education teachers, and art education teachers are needed.

At present, there are no supervisors of mentally retarded classes in Saudi Arabia. To co-ordinate and follow up work and serve as a resource person in the field, Arabic-speaking supervisors (1 male, 1 female) are needed.

Teachers' classroom innovations should be encouraged, not discouraged. The teachers should be given a free hand in experimenting classroom techniques, teaching methods, etc. Imposition of authority or ideas (as was practised by the psychologist) created tension and insecurity.

Evaluation of the teacher's efficiency should be based on merit. Favouritism had a demoralizing effect and affected teachers' efficiency.

(F) Administration and supervision of the programme:

Travel: Officials of the institutes, especially those without previous experience in mental retardation, would profit from a year's observation abroad. First-hand observation of administrative procedures, policies, school programmes, etc. would be valuable to their work.

Technical Committee: The function of this committee according to the rules and regulations is to carry out the admission policy on the basis of group decision. In actual practice, however, the committee did not meet as a complete group. As a result, decision was delegated to one or two members. This committee's existence might not be justified if decision is made by one or two members, as had been the case in the admission of a number of pupils. This practice is

hardly sound especially if the decision was based on inadequate diagnosis, and without consideration of teacher's evaluation of the child.

Needed Personnel For a more efficient operation of the programme, a social worker for the Boy's Institute and a psychologist for the Girl's Institute are needed. Also needed are administrative assistants.

Resident Department and day programme helpers. Workers in the institutes (monitors, janitors, waiters, etc.) because of their direct and frequent contacts with the children should be given occasional talks by a responsible staff member, concerning the children's problems, their limitations and how to deal with them.

Part IV

The Permanent Committee on Mental Retardation

With the backing of the Special Education Administration's general director, a plan for the organization of a committee to take the lead in a national effort to meet the problem of mental retardation was started. The administration sent the agencies concerned information about the plan and the response was encouraging.

The Under-Secretary of State for Education, Prince Khaled Ben Fahd, accepted chairmanship of the committee on 17 June 1972. Members of the committee are:

- | | | |
|----|--|--|
| 1. | General Director of Special Education Administration and Co-ordinator of the Committee | Ministry of Education |
| 2. | General Director of School Health Department (for boys) | Ministry of Education |
| 3. | General Director of School Health Department (for girls) | General Directorate of Girl's Education |
| 4. | General Director of Social Care | Ministry of Labour and Social Affairs |
| 5. | General Director of Curative Medicine | Ministry of Health |
| 6. | General Director of Preventive Medicine | Ministry of Health |
| 7. | General Director of Missions Abroad | Ministry of Education |

The general objective of the committee is to co-ordinate and integrate services (medical, educational, social and vocational) for the mentally retarded children and youth in Saudi Arabia.

The specific objectives are:

1. Working out a system of referrals. Each discipline (medicine, education, etc.) may refer cases to the suitable service.
2. Evaluating the efficiency of services to the mentally retarded and recommending plans and actions to improve the level of efficiency of their programmes.
3. Following up the mentally retarded after discharge or completion of a programme, investigating problems they meet and making recommendations for changes.
4. Conducting surveys to determine the size and nature of the problem of mental retardation in Saudi Arabian communities.

5. Starting a plan for the early identification of the mentally retarded. Early diagnosis and treatment are important.
6. Studying proposals to send abroad cases for treatment.
7. Increasing public awareness of the problem of mental retardation, its etiology, preventive measures, services available etc. through effective use of television, radio, newspapers, etc.

Concluding remarks

Present approaches to mental retardation emphasize the relation of the problem to man's total environment. Malnutrition, maternal health, poor housing, insanitary living conditions, unstimulating environment and a host of other environmental factors have been shown to affect development in general.

Approaching the problem of mental retardation in all its aspects requires the involvement of many agencies. To avoid overlapping and waste, each discipline should define its concept of the problem and the type of service provided. If local information about etiology is available each discipline would define more clearly the type of services being provided. For example, a study of the main ailments in the country would be valuable in the planning of services.

As a preventive measure, education would emphasize early environmental stimulation, establishment of pre-schools, etc., medicine, on the other hand, would emphasize pre-post natal care, maternal health, genetic counselling, PRU testing, etc.

As pointed out earlier in this report, many of the cases referred to the institute have other accompanying handicaps and are evidently in need of medical care and treatment. The opening of the institutes was an incentive in drawing out these cases and gave parents hopes for their children. The institutes should continue to provide educational services for the mentally retarded; furthermore, it may serve as a demonstration centre in the teaching of the mentally retarded in Saudi Arabia. More important, it should extend its services to the public schools, where in the opinion of this writer, many schoolchildren are in need of special services not presently provided by the regular school system.

Part V

" REFERENCES "

The Annual Statistical Report
Ministry of Education; Statistics Division
Riyadh - Saudi Arabia 190/1971

Dunn, L.
Report on Special Education for Mentally Retarded
Department of Special Education, Ministry of Education,
Riyadh - Saudi Arabia 1969

EMR, curriculum, a persisting life needs Approach,
Wisconsin Department of Public Instruction,
Bulletin No. 058-70
State of Wisconsin - USA

Goldstein, H.
The Illinois Plan for Special Education of Exceptional
Children, "A Curriculum Guide for Teachers of the E.M.R."
The Interstate Printers & Publishers, Inc.
Denville, Illinois, U.S.A.

Kirk, S.A. & Johnson, G.O.
Educating the Retarded Child
Houghton Mifflin Company 1951

Mikkelsen, N.E. Bank
Assignment Report, Treatment of the Mentally Retarded Children,
EMRO/71/982, WHO Regional Office for the Eastern Mediterranean
August 1971

Report on Special Education for the Education and Rehabilitation
of the Handicapped.
Ministry of Education, Department of Special Education
Saudi Arabia 1970

Selected Services for Children, Saudi Arabia, Recommendation
of the executive Director for assistance to Saudi Arabia
Draft, UNICEF BAO, January 1971

"A study of the Present Situation of Special Education"
UNESCO
ED/MD/16, March 1971

Part VI

APPENDICES

APPENDIX 1

CLASSROOM REQUIREMENTS AND MATERIALS

General requirements for classrooms:

- (1) Classrooms should have good ventilation, adequate lighting, near restrooms and preferably on the ground floor of the building.
- (2) Classrooms should be comfortable with the provision of adequate and functioning heaters and coolers.
- (3) Classrooms should be spacious enough to allow children to move around, and to allow rearranging of chairs for suitable groupings according to the activity.
- (4) If possible, floors and walls should be soundproof.

Equipment and furniture:

- (1) Single, adjustable seat for each child.
- (2) Teacher's desk, filing cabinet for reports, instructional aids, etc.
- (3) Individual storage space for child's personal items.
- (4) A wide table for group work and games.
- (5) 2 wall chalk boards in each classroom, or if not possible, one of the boards should be portable.
- (6) Posters, frames for decoration, exhibits, etc.
- (7) A curtain or screen divider to keep away from view any tools, household utensils, but mainly to use when a child needs a quiet place to work, to rest briefly, etc.
- (8) Dark screen to cover windows when showing films or slides.
- (9) Classroom library shelves for books, magazines, picture-word dictionary, etc.
- (10) Kingdom of Saudi Arabia flag, King Faisal's picture, map of Kingdom when needed.
- (11) Devices such as radio, tape recorder, play record (with selected records and recorded tapes of Koran verses, songs animal sounds etc.) and single earphones.
- (12) Visual aids: simple lens, telescope
 binoculars
 2 TV sets for the institute
 episkope
 slide projector, 2 carousels for each class
- (13) Desk materials
 Coloured paper, paper cutter, pins, staplers, sharpener, rulers, scissors, typewriter.
- (14) Household and housekeeping needs
 Kitchen utensils, table utensils, tools for repairs, electric iron, ironing board, cleaning materials etc.

- (15) Full length mirror: for educational purposes and for speech therapy sessions

Educational toys:

telephone toys set, cubes of wood or plastic for games and construction.
money coins and bills (toy or real)
beads and marbles in different colours
thread, wires, strings etc.
puzzle-games, dominoes and other table games
card games
dolls of different sizes, shapes
models for house arrangement (living room, dining room, bedroom etc.)
models for practice in buttoning, lacing, typing etc. (cloth models with buttons, zippers, ribbons etc.)
materials of different textures for developing concepts of smoothness, etc.

For arithmetic concepts:

several types of counters
severals kinds of cubes, cylinders, coloured sticks for developing concepts of length, size, weight, etc.
weighing scale
wall clock
educational thermometer

For physical education classes:

balls of several sizes and colours for different games, etc. (football, handball, football (soccer), basketball)
rackets for badminton, also shuttlecocks and net
sandbags
walking board, jumping board
bikes (stationary with metre)
mattresses for ground exercises
wood stair models

For music sessions:

wide selection of records, tape recorded sounds of animals, etc.
folk songs
tape recorded verses from the Koran, speeches

For music sessions: (continued)

musical instruments such as flute, accordion, tambourine, harmonica
music metal scale

For arts and handicrafts:

coloured paper

water and oil colours, paint brushes

cloth materials of different kinds, needles of different sizes, scissors,
thread

sewing machines (for girls' institute)

, plastic

glue

cutters, staplers

clay materials, glaze, furnace

and all other materials needed in regular art education class

APPENDIX 2

SUGGESTED ACTIVITY UNITS FOR THE THREE LEVELS
OF THE PROGRAMME

Titles of suggested activity units
in the three levels of the programme

First level

(1) Family and school:

Leisure time in the home, familiar objects in the house, my family and relatives, my play with my friends, my pets, my cleanliness, how to keep healthy, my school and things and people I should know, be cautious when you use or play with

(2) Neighbourhood and local community:

Our houses, a street from our district, what type of people living in our street, people from our community; policeman, fireman, doctor, mailman, carpenter, grocery man, butcher, laundry man etc.

(3) Food and our health:

The farm, the farmer's life, the market, vegetables and fruits, safety in home, safety in street etc. self grooming and sanitation.

(4) Transportation:

Animals used in transportation, caravan, cars, motor-cycles, trains, planes, trucks, ships etc.

(5) Science and nature in the Kingdom:

Birds in the Kingdom, fish, wild animals, our health, how to prepare ourselves to the four seasons (winter, spring, summer, and for autumn).

(6) Our Kingdom:

Natural resources in the Kingdom, agriculture, industry, trade, our national products, how is living in the desert, our seasons and national holidays, pilgrims and the Holy lands.

(7) Housing and homes:

Types of houses in our area, from what our homes are made, how to furnish a home (Saudi style).

Second level

(1) Family life

a. for boys and girls:

leisure time in home, my role in the house, the role of the father, mother etc., going to the market, grocery, etc.

b. for boys:

using simple tools and safety when using them, simple house repairs in the house etc.

c. for girls:

arrangement of the house rooms; living room, bedroom, dining room, kitchen, simple decorations

setting the table for dinner, or (eating place) cooking simple meals, simple tailoring, sewing, knitting, etc.

child care of younger brother or sister

(2) Our health and food:

Vegetables and fruits, familiar kinds of meat, dates its kinds and products, plants in our farms, imported food. What food material needed for the body, the healthy nutrition, food preservations, how our body works (simplified), my health, my cleanliness and grooming; infectious diseases and how to protect ourselves.

(3) Our clothes:

Our national costume, imported clothes, care about the cleanliness of clothes.

Third level: to the teacher: please select the suitable units which may go with the particular type of vocational training the students are being trained on.

(1) Life in our homes:

The role of each member of the family (emphasize the rôle of the mature man or mature woman); child care, home duties, and budgeting (for girls), house repairs (for boys).

(2) Physical and mental health:

Self sanitation and grooming, courtesy in social situations; the Adolescent: his needs and problems...; leisure-time activities.

(3) Local industry:

The community industries, chances for jobs and work in our community, safety in the workshop or in the factory.

(4) Food:

Planning or selecting a complete healthy meal; table setting and table clearing, behaviour when we are eating, food preservation.

(5) Jobs available:

On the farm, in the workshops etc.

APPENDIX 3

SAMPLE OF CURRICULUM FOR READING AND LANGUAGE
ARTS FOR THE 3 LEVELS OF THE PROGRAMME *

Objectives of teaching, reading and language arts:

- (1) to develop means of communications, orally or in written form
- (2) to facilitate the pupils social and vocational adjustment via the functional use of his reading and writing abilities in the daily life situation
- (3) to develop his feeling of belonging to his society via developing the ability of the child to read about the current events, daily happenings and information about his local environment and his country
- (4) to develop his imagination
- (5) to develop reading as a hobby by following up particular topic he is especially interested in.

The classroom teacher should use a suitable teaching method: the whole method, the alphabetic, word analysis etc. or a combination of methods introduced at the correct time.

The teacher should develop the sensory perception (visual, auditorial and motor) as a first step, then introducing simple words (with their suitable aids) and gradually can go to teach more difficult words and sentences.

In the following, the classroom teacher will find a wide selection of experiences and concepts, and the needed activities to develop them in the three levels of the programme.

First level:

Social adjustment: - knowing the names of others in the classroom

- knowing their own seats
- practising to say suitable statement in social situation "thank you", "good morning" etc.

Listening:

- listening when they hear the "Koran" reader
- listening to recorded stories or readings by the teacher

Oral exercises: use a toy telephone:

- imagine you are calling your father for.....
what are you going to tell him?
- imagine that you (two children) are a grocery man and a customer

speech errors should be corrected gently.

* This is a translation of a part of the original curriculum, which was written in Arabic.

Objects in classroom: - what are they

- what we can do using them
- when we can use them etc.

objects in our house, in the playground etc.

Visual discrimination and memory training:

- colour recognition and matching
- form recognition and comparison (circle, triangle, square etc.)

Auditorial discrimination and memory training: use familiar sounds as:

- familiar animals
- familiar music instruments, friends etc.
- familiar alphabetic letter without emphasizing that they are letters

Recognizing alphabet letters:

relate them to pictures of common objects or introduce them on blocks or form boards as games.

Right to left hand training: in spontaneous activity using the pencil, chalk, crayon, brush etc. or using pictures series and blocks to develop the concept of moving the hand in writing from right to left (direction of Arabic writing).

Comprehension training:

- carrying simple instructions or oral messages
- listening to a simple story and then answering simple questions, or repetition
- recognition of simple words using pictures, colours or figures
- evaluating themselves on colour chart each may represent a degree or level.

Writing skills:

- tracing a line, or connecting between two dots
- tracing mazes and non straight passes circular, zig-zag, tilting etc.

Speech correction:

- with the help of a speech therapist, the teacher would have a plan to follow with each child requiring this type of service;

Second level:

After developing the previous skills the child may be exposed to the following experiences. It is understood that some children may not develop all the previous skills during their stay in the first level of the programme so the teacher is required to start or and to continue where he may find the child able to do.

In general, the experiences needed to the second levels are:

Word recognition:

- associate between a word and a colour, then give exercises to recognize the word only without colour

Oral training:

- naming the classmates, family members, names of common objects associated with their pictures
- recognizing the same word in different sentences
- Speech correction - continued.

Writing skills:

should be taught slowly and carefully until the child has learnt these skills.

In writing a new word, the following steps may be followed:

- tracing the word (written on the board) by the finger
- or tracing the dotted word by the pencil
- tracing the word (written in his book) using the pencil
- tracing the word (written in his book) over a semi-transparent paper
- copying the word separate on the same page of his book
- copying the word from the board

Comprehension and understanding relationships:

- listening to a story and then answering questions what - who - when - why - etc.
- discussing the topic of newspaper clippings or their daily experiences or pictures they collect and allow to make comments and conceiving relationships and consequences of the situations.
- dramatization of a part of story or situation by its events and consequences.

Vocabulary development (building):

- names of persons, objects, animals, events they see during their outside visits and in their environment, and different natural phenomena.
- new words are easy to learn in activity units
- apply and use the new words in situations where they could be used and easily memorized.

Auditorial discrimination:

- continue the activities of the first level
- similarity and differences between words (phonic training)

Spelling:

- continue to teach the same skills of the first level
- familiarize the child by the shape and the sound of the alphabetic letters
- go systematic in teaching writing and spelling

Following instructions:

- verbal instructions
- simple written instruction (use symbols if possible)

Recognition of symbols signs and short abbreviations:

- traffic signs
- in and out signs

Reading and leisure time:

- develop the habit of reading in children, try to know their reading interest

Third level:

Word recognition and oral training: training in actual life situations

- grocery, butcher, in the market
- ask particular questions and correct answers
- dramatization of situations
- speech correction

Vocabulary development:

Words from daily life situations related to money, buying, transportation, agriculture and harvests, professions and workshops and crafts, following advertisement in the newspapers, TV etc. each situation from these may have many new words to learn and to use.

Writing skills:

- to write a letter to a friend on the occasion of
- to write an application letter or fill up a form for a job or renting, a vacancy, or signing money cheque etc.
- continuation of spelling corrections

Comprehension and understanding relationships:

- experience charts from the children, suggestions and dictated to the teacher write these sentences on the board, discuss, show relationship and explain
- loud reading the sentences and stories, then silent reading may be taken up if possible ask about the main idea, or to make a title for the story, or repeat the sequence of events etc.

Training for everyday reading:

- from newspapers or magazines
- read the time of a programme on the TV
- recognize the time and the place of a football game
- follow up the news of football
- vacancies
- weather temperature and condition
- most important news of today (teacher may help his students to recognize these)

Suggested daily programme

This daily programme applies from Saturday to Thursday, Friday being the Muslim Holiday.

The pre-academic level:

| | | |
|---------|-----------|---|
| | 8.00 a.m. | playground |
| 8.15 - | 8.30 | - routine |
| 8.35 - | 9.05 | - language arts |
| 9.10 - | 9.40 | - religious education |
| 9.45 - | 10.15 | - physical education and games, (alternate with science and health, and social studies) |
| 10.15 - | 10.45 | - recess* |
| 10.50 - | 11.20 | - quantitative thinking and arithmetic |
| 11.25 - | 11.55 | - (art education, alternate with music education) |
| 12 | | - dismissal |

Primary level:

| | | |
|---------|-----------|---|
| | 8.00 a.m. | playground |
| 8.15 - | 8.30 | - routine work |
| 8.35 - | 9.05 | - reading and language arts |
| 9.10 - | 9.40 | - religious education |
| 9.45 - | 10.15 | - music education (alternate with social studies and science and health) |
| 10.15 - | 10.45 | - recess |
| 10.50 - | 11.20 | - quantitative thinking and arithmetic |
| 11.25 - | 11.55 | - art education (alternate with), agriculture education or (home economics) |
| 12 | | - dismissal |

Vocational level:

| | | |
|---------|-----------|--|
| | 8.00 a.m. | playground |
| 8.15 - | 8.30 | - routine work |
| 8.35 - | 9.05 | - reading and language arts |
| 9.10 - | 9.40 | - physical education (alternate with) social studies |
| 9.45 - | 10.15 | - music education, alternate with science and health |
| 10.15 - | 10.45 | - recess |
| 10.50 - | 11.20 | - arithmetic |
| 11.25 - | 11.55 | - workshop training (alternate with) art education and agricultural education and home economics |
| 12 | | - dismissal |

* Beverage may be served

Resident department daily programme

a.m.

- 6.30 a.m. - getting up
- 7.15 a.m. - breakfast
- 7.45 a.m. - to the day school department
- 8.00 a.m. - playground (assembly)

8.00 - 12.00 day programme

p.m.

- 12.00 - 2.00 p.m. - lunch and recess
- 2.00 - 3.00 p.m. - listening to radio, informal talks with supervisors and social worker
- 3.15 - 4.45 p.m. - nap
- 5.00 - 5.30 p.m. - tea time
- 5.30 - 7.00 p.m. - games (preferably indoor games, records, group and individual competitions)
- 7.00 - 7.30 p.m. - supper
- 7.30 - 9.00 p.m. - selected activities, TV programmes, radio, records, slides, films etc.
- 9.00 p.m. - bed time

* prayers should be in the correct time of the day

APPENDIX 4

LIST OF SUGGESTED TESTS NEEDED FOR THE PROGRAMME'S
PSYCHOLOGICAL SERVICES

Tests and testing materials needed for the programme's psychological services.

1. Stanford Binet Scale (Egyptian revision)* with manual
2. Stanford Binet Record form (Egyptian revision) 1000 booklets
3. Wechsler Adult Intelligence Scale, WAIS (Egyptian revision)
4. WAIS Record form (500 form)
5. California Test of Personality (Egyptian revision) 10 set from each level, 20 record forms, including norms and instructions for the 2 levels: primary and intermediate - secondary level.
6. Non-verbal intelligence test
7. Alexander Performance test**
8. Block Design test
9. Finger Dexterity test
10. Manual Stability test
11. Dearborne Performance test
12. Seguin (revised) form Board
13. Minnesota Assembly test
14. Mechanical Aptitude test
15. Adaptive Behaviour Scale (sample set)*** American Association on Mental Deficiency 5201 Connecticut Avenue, N.W., Washington D.C., USA
16. Peabody Picture Vocabulary test PPVT (with manual)
American Guidance Services
Publishers Building, Circle Pines
Minnesota, USA 55014
17. The Lincoln Osetresky Motor Proficiency Test
American Guidance Services
18. ITPA (Illinois Test of Psycholinguistic Abilities)
Kirk, S. & McCarty, J.
University of Illinois Press
USA

* Tests from number 1 to 6, all translated in Arabic, may be purchased from Nahda Bookstore, Cairo, Egypt.

** Tests from number 7 to 14 had been ordered during expert's mission and are now at the institutes.

*** Tests from number 15 to 19 may be ordered direct from the US and translated into Arabic and be adapted for Saudi-Arabians.

RIYADH

TEACHER'S OBSERVATION REPORT

REVISÉD FORM

Name of pupil: Age Sex

Teacher: Level (Circle one) 1 2 3

Please indicate presence of any of the following and how it affects classroom behaviour.

- epilepsy
- cerebral palsy
- tics
- drooling
- others

.....

.....

.....

.....

Vision: - normal - nystagmus or
 - near-sighted - strabismus
 - far-sighted - others

Please describe child's posture and behaviour while reading, writing or following a moving object.

Hearing: - normal - hears but cannot understand
 - slight loss - others
 - moderate loss

Speech: - normal - baby talk
- stammering - substitutions
- stuttering - others

Motor skills: Please indicate any marked defect in:

- walking
- sitting
- running
- jumping
- grasping
- others

Hand: - right handed
 - left handed
 - bilateral

.....

 Serial No. 2756

Attention: how long (in minutes) can child stay for:

- individual work or study
- group work

Behaviour with group:

- withdrawn
- not interested
- aggressive
- others
- co-operative

ACADEMIC ACHIEVEMENT:

Reading: readiness level

estimated grade level

(please indicate below specific reading behaviour or
reading disabilities observed)

Writing and

Spelling: + can trace (on paper or board)

- can hold pen
- can write simple words
- can copy sentences
- can spell simple common words

Arithmetic
computation

and comprehension: - can count up to

- can do simple addition and subtraction as
- can do simple multiplication and division
- can understand simple problems
- others

Teacher's recommendation

(Check One)

(A) Recommended for registration

Not recommended for Registration

Serial No. 2756

(B) If recommended for registration, answer the following:

Recommended for special services: (Check where needed)

- speech therapy
- vision correction
- hearing correction
- physical therapy
- psychiatric diagnosis
- psychological service
- social service
- others

.....
Teacher's signature

Submitted to: Chairman of Technical Committee

Date:

Part VII

ACKNOWLEDGEMENT

Ministry of Education officials:

1. His Excellency, Prince Khaled Ben Fahd, Under-Secretary State of Education.
2. Dr. Muhammad A. Yamany, Under-Secretary State of Education.
3. Mr. Saad Al-Hasseen, Chancellor Ministry of Education.
4. Mr. Hamad Al-Suleyman, Director, Financing and Budgeting Administration.
5. Mr. Jamil Abou Suleyman, Director of Statistical and Documentation Unit.
6. Mr. Muhammad Talaat, Architect, Construction Division.

Ministry of Education, Administration of Special Education:

1. Mr. Abdullah Al-Ghanem, General Director.
2. Mr. Muhammad Al-Mashaan, Assistant Director.
3. Mr. Ajlan Ali Al-Ajlan, Senior Administrator.
4. Mr. Abou-Elhamd Deyab, Senior Supervisor.
5. Mr. Ali Jamal El-Din, Senior Supervisor.
6. Mr. Muhammad Al-Nuwairy, Social Services Supervisor.
7. Mr. Fares Al-Jomor, Financial Officer.
8. Dr. Sami Al-Kateb, Medical Doctor, Special Education Institutes
9. Mr. Mustafa Amin, Psychologist.
10. Mr. Ahmad Hejazy, Secretary and Translator.
11. Mr. Khaled Ziab, Secretary.

Ministry of Labour and Social Affairs:

1. His Excellency, Prince Fahd Ben Khaled, General Director of Social Care Administration.
2. Mr. Ali Al-Maghloth, Director, Vocational Training Division, Social Care Administration.
3. Dr. Rajai Suleyman, Occupational Medicine.

Ministry of Health:

1. Dr. Mustafa Tiba, Director of Treatment Medicine.
2. Dr. Yousef Khalil, Psychiatrist, Central Hospital.
3. Dr. Ibrahim El-Hady, Expert, Treatment Medicine.

Institute of the Mentally Retarded (boys):

1. Mr. Suleyman Al-Oteaky, Principal.
2. Mr. Muhammad Al-Mehetheif, Administrator.
3. Mr. Abdullah Al-Bidairy, Administrator, Residence Supervision.
4. Mr. Hassanein Al-Afify, Instructor.
5. Mr. Muhammad Khalil, Instructor.
6. Mr. Fahmy Abdel-Halim, Instructor.
7. Mr. Atef Eld, Instructor.
8. Mr. Muhammad Tawfiq, Instructor.
9. Mr. Sharif Nada, Instructor, Physical Education

Institute of the Mentally Retarded (Girls):

Institute Supervisor, Social Worker, Administrative Assistants, Teachers, the Nurse.

Radio of Riyadh and Dammam:

1. Mr. Mahmoud Abou-Ebeid, Announcer and Programmer, and Supervisor of Special Education Programme.

The Office of the United Nations, Riyadh - Saudi Arabia:

1. Mr. Abdullatif Succar, Resident Representative.
2. Mr. Riad Rayes, Deputy Resident Representative.
3. Mr. Nikitas Nevrodis, Administrative and Finance Officer.
4. Mrs. Hala M. Hussein, Secretary.